



2015

Educator Preparation Institution (EPI) Performance Score

Technical Manual Appendices

A Guide To Component and Overall Score Calculation

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Section One:

Referent Panel Event Overview

On Tuesday and Wednesday, January 27 and 28, 2015, a Referent Group Panel met in East Lansing, Michigan to complete a standard-setting process for the Educator Preparation Institution (EPI) Performance Score. The meeting began on Tuesday morning and concluded at Wednesday noon.

The Referent Panel consisted of fifty-one panelists. Eighteen of the panelists were from the educator preparation institutions that are assigned an EPI Performance Score. The other thirty-three panelists were teachers and/or administrators in Michigan schools and had obtained educator preparation at a Michigan institution.

A Michigan Department of Education (MDE) staff member (independent from the Office of Professional Preparation Services, or OPPS) and an outside chief facilitator facilitated the meetings as a whole and in breakout rooms. The chief facilitator was employed by Assessment and Evaluation Services and had experience in conducting standard setting workshops in the K-12 setting. Four other MDE staff members served as information presenters or non-participating observers.

The task for the panelists was to recommend one standard on the EPI Performance Score scale to divide the Satisfactory and At Risk educator preparatory institutions.

Performance Level Descriptors were developed previous to the Referent Panel meeting and the description for Satisfactory was shared with the panelists during the process. The Referent Panel used the Performance Level Descriptor for Satisfactory to categorize educator preparatory institutions based on data about the institutions' performance.

The process for standard setting used a "Body of Work" method, but modified this approach so that panel judges were asked, in multiple rounds, to narrow a range of EPI performance data (called the *gray area*) down to a point where they could begin to make recommendations about which EPIs were or were not deemed Satisfactory (called *pinpointing*). Each institution's performance, constituting the "body of work," was described with a set of three data points:

1. The Michigan Test for Teacher Certification (MTTC): the percent of teachers from an institution passing the content certification examinations;
2. Teacher Candidate and Candidate Supervisor Surveys: a self-report of student satisfaction with the institution's preparation program and the faculty supervisor's observations of student teacher preparedness for the career; and
3. Teacher Effectiveness: a measure of how effective teachers are in their job, as reported by school administrators.

These component scores and data gathering methodologies are discussed elsewhere in this Technical Manual.

The gray-area-and-pinpointing method included three rounds of panelist categorizations. Following each round, a scatterplot showing the ratings from each panelist was shared with the group. This scatterplot, the Performance Level Descriptor for Satisfactory, and the individual data cards of EPI component score data, called *EPI profiles*, were then used as the basis for small group discussions.

Upon completion of the two-day event, the panelists completed an Evaluation Survey for the purpose of recording panelist satisfaction and confidence in the event proceedings, and for contemplation of future process improvements.

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Composition of Referent Group Panelists

In order to recruit panelists to serve as judges during the two-day event, the MDE followed a two-part method, one part aimed at recruiting a number of faculty or administrators from Michigan colleges and universities, and another part aimed at recruiting a representative sample of K-12 educators. This was done in order to ensure that the judges involved in the referent panel process were all stakeholders to the outcome of the findings from the referent panel; the EPI faculty members were employed by institutions that would eventually receive a performance category label, and the K-12 educators are educators who all graduated from the same group of EPIs that were to receive a performance category label.

In order to recruit a representative sample of faculty members from Michigan EPIs, a 2x2 grid was established to describe EPIs that fit into four resultant categories: Large Public, Small Public, Large Private, and Small Private. The criteria for Large Public was established as a Michigan public college or university that has 900 or more teaching program completers annually; Small Public was established at any fewer number of teaching program than 900 annually, at the same group of EPIs. Large Private was defined as any independent or parochial institution of higher education that had an annual program completer volume of 100 or greater; Small Private was defined as the same type of EPI that saw less than 100 program completers per year.

From this categorization matrix, representatives from at least four EPIs per category were invited to be part of the referent panel; and from among this group in each category, one representative was chosen from each of four main geographical areas (where possible): the western side of the state, the eastern side of the state, the central part of the state, and the Upper Peninsula as a whole. An overall geographical distribution was also

considered during the recruitment process of EPI faculty so that no one geographical area of Michigan had a disproportionate representation among EPI faculty. In addition and where it was possible among public institutions, representatives from both the eastern Upper Peninsula and western Upper Peninsula were invited. The resultant group who appeared at the referent panel event represented the following Michigan EPIs:

- Large Public
 - University of Michigan at Ann Arbor
 - Saginaw Valley State University
 - Michigan State University
 - Central Michigan University
 - Grand Valley State University
 - Eastern Michigan University
- Small Public
 - Michigan Technological University
 - Lake Superior State University
 - University of Michigan at Flint
 - Ferris State University
- Large Private
 - Baker College
 - Madonna University
 - Aquinas College
 - Spring Arbor University
- Small Private
 - Siena Heights University
 - Andrews University
 - College for Creative Studies
 - Marygrove College
 - Albion College

To maintain an even composition of the referent panel, it was determined that the number of participating K-12 teachers needed to match or exceed the number of EPI faculty. In order to recruit that number of teachers,

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the Michigan Online Educator Certification System (MOECS) was leveraged as a data source for the names and e-mail addresses of teachers who were to be invited according to a set of invitation business rules, as follows:

- Only teachers who graduated from one of the thirty-three Michigan EPIs were invited.
- Only teachers who held a current, valid teaching certificate (Provisional or Professional) were invited.
- Only teachers who were currently employed, as reported on the Registry of Educational Personnel (REP), were invited.

This generated a record set of approximately 12,000 teacher records, complete with names, e-mail addresses, certification information (including certification type and expiration date to verify validity), and subject area of certificate endorsement. From the REP employment data, these 12,000 records were then sorted according to a fourth criterion. Teachers were grouped into three time spans based on whether they graduated from a Michigan EPI

- between one and five years ago;
- between six and ten years ago; or
- between eleven and fifteen years ago.

Once the 12,000 teachers were sorted, a random sample was taken from each of the three sets in order to generate a total of approximately 450 teachers that fit into the three time span sets. Once these teachers were selected by random sampling, teachers in each set were sorted into the following sub-sets:

- Teachers currently teaching at an elementary level (grades K-5) or a secondary (grades 6-12) level.
- Endorsed-subject area among certificate holders.

From these 6 criteria, a total of approximately 450 teachers were sent invitation letters. The teachers were kept in an even distribution among the three time span sets and among the grade-level and subject-area sub-sets so that among confirmed participants as little duplication occurred as possible. At the event itself, thirty-three teachers participated, representing the following content areas:

- 1-5 Years Since Graduation
 - Anthropology
 - Autism Spectrum Disorder
 - Biology
 - Business Education
 - Cognitive Impairment
 - Computer Science
 - Early Childhood Education
 - English
 - Language Arts
 - Mathematics (elementary and secondary)
 - Music Education
- 6-10 Years Since Graduation
 - Computer Science
 - Economics
 - English
 - Health Education
 - History
 - Integrated Science
 - Learning Disabilities
 - Mathematics (elementary and secondary)
 - Music Education
 - Science
- 11-15 Years Since Graduation
 - Cognitive Impairment
 - English
 - Language Arts
 - Learning Disabilities
 - Science
 - Social Studies

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Process and Methodology

The Educator Preparation Institution (EPI) Performance Score, which is calculated for the purpose of evaluating each teacher training institution, is based on three measures of educator preparation. The EPI Performance Score contains a component for teacher effectiveness once a teacher is working in the schools, a survey of student and instructor experience in the educator preparation institution, and a component for the percent of teachers passing the teacher and content certification assessments.

The Educator Preparation Institution Performance Score is a weighted composite of the three component scores (MTTC passing percentages, teacher candidate and candidate supervisor satisfaction ratings, and points attributed to educator effectiveness labels) and yields a score of 0 to 100. The purpose of this standard setting is to recommend a “cut” score to the EPI Performance Score against which the MDE can then categorize EPIs into those that are Satisfactory and those that are not.

As mentioned before, a gray-area-and-pinpointing methodology that incorporated a “Body of Work” approach was used for this standard setting. This is a commonly used method for setting standards in portfolio-like situations. The method typically entails two stages:

- Gray area range-finding stage: Panelists first select EPIs representing a defined range within which they anticipate that cut score will fall
- Pinpointing stages: Panelists then identify their recommended cut score as aided by the prior gray area range-finding process

The profiles that the panel judges reviewed contained three elements:

1. The percentage of students passing content tests over a three year period;

2. The teacher effectiveness ratings for teachers prepared by the institution, ranging from 0 to 100, and based on teacher effectiveness ratings assigned by the employing school district; and
3. The teacher candidate and candidate supervisor survey index which is an average of the responses to a survey, which focuses on MDE policy goals.

These three numbers did not reflect the weighting that is used to calculate the final EPI Performance Score, but they did reflect the information that was used and are presented so that the panel judges could evaluate each component. Each profile of three numbers was not identified with a particular institution during the standard-setting process. A small amount of measurement “noise” was introduced into the thirty-three actual EPI records to ensure anonymity. In the sets of profiles, twelve fabricated or “dummy” records were also included, for a total of forty-five institutional records for the panel judges to review.

Training the Standard Setting Panel on the EPI Performance Score and the Performance Level Descriptors (PLDs)

To begin the process, the panel provided information regarding the:

- goal and purpose of the standard setting;
- meaning and interpretation of the performance scores for the Michigan Tests for Teacher Certification three-year passing percentages (MTTC), the 2012-2013 Teacher Candidate and Candidate Supervisor Survey efficacy rates (SURV), and the points attributed to the Educator Effectiveness Labels earned by the EPI (EFF);
- the calculation and interpretation of the Educator Preparation Institution (EPI) Performance Score; and
- the Performance Level Descriptor (PLD) for Satisfactory.

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This training took place with the large group (51 panelists). Questions and large group discussion were encouraged. The purpose for this training was to ensure that each panelist had an understanding of the information they would be viewing in the EPI Performance Score profiles and also a common understanding of the PLD for Satisfactory.

Training Panel Judges on the Procedure

The panel was trained on the standard-setting procedures for each of the three rounds. The training concluded with the panel members responding to a questionnaire to verify the panelists' understanding of the standard-setting process and to allow for additional discussion or clarification of the standard-setting process. It should be noted that the questionnaire is not used to certify the panelists as suitable for participation; it was included in the training as a tool to generate discussion and to check for understanding. Section Two of this appendix contains the questionnaire used.

This training took place with the large group (51 panelists). Questions and large group discussion were encouraged. The purpose for this training was to make sure that each panelist had an understanding of the standard-setting process to be used. Because rounds 1, 2, and 3 were conducted in two smaller groups, additional training and discussion took place prior to each round.

Round 1 - Set the Range of Scores

The standard-setting process required two groups of panelists in separate rooms to facilitate discussion during the process. These two groups were balanced so both institutional and teacher experts were in both rooms.

A set of forty-five EPI profiles were ordered from lowest score to highest score based on the computed overall scores, but the Total Scores were not shown on the

profiles. Using the set of EPI profiles, which had been ordered according to Total Points, and the PLD for Satisfactory, panelists were to narrow the range of profiles to those that encompassed the "Satisfactory or At Risk of Low Performing" range, or gray area. Section Three of this appendix contains an example Rating Form. All ratings were done individually without discussion from other panelists. The task of the panelists in this round was to identify a gray area that contained the possible cut score. Panelists were instructed to identify an ordered set of approximately ten profiles taken from the collection of profiles.

Round 2 – First Pinpointing

To begin Round 2 all panelists were randomly assigned to different tables. This provided each panelist with the opportunity to meet and discuss the Round 1 results with different panelists. An anonymous feedback graph, including the gray area for each panelist, was provided to the panelists to stimulate small group discussion after the Round 1 selections. Section Four of this appendix contains the feedback graphs for rooms 1 and 2.

After discussion was completed, each panelist was instructed to independently work through the collection of EPI profiles to determine whether or not an EPI profile represented a Satisfactory body of work. In this round the panelists were to identify a single profile that demonstrated the lowest performance acceptable for Satisfactory performance.

Round 3 – Second Pinpointing

To begin Round 3 all panelists were randomly assigned to different tables. Again, this provided each panelist with the opportunity to meet and discuss the Round 2 results with different panelists. An anonymous feedback graph, including the average selection from the panel, was provided to the panelists to stimulate small group discussion. Section Five of this appendix contains the feedback graphs for rooms 1 and 2.

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Given this information, they were able to evaluate their ratings in terms of the other panelists and in terms of the order of institutional records on the EPI Performance Score. The panelists were also provided with preliminary cut scores in terms of profile numbers. This information was identified as preliminary because each panelist had an opportunity to make a Round 3 judgment about classifications.

After discussion was completed, each panelist was instructed to independently work through the collection of EPI profiles to determine whether or not an EPI profile represents a Satisfactory body of work. Each panelist was instructed to select an EPI profile that divided the set of ordered profiles into Satisfactory and Less Than Satisfactory levels for their final recommendation. Panelists were informed that there was no requirement to change their Round 2 ratings, but if after further discussion and thought a panelist wished to make a change, this was their final opportunity.

Section Six of this appendix contains the final graphs for rooms 1 and 2. Also a complete Agenda for the two-day meeting is provided in the Section Seven of this appendix.

Referent Group Panel Results

The Referent Group Panel completed the last round of ratings for the Body of Work method at noon on January 28. The process yielded 3 rounds of Institutional Card categorizations for 45 institutions for each of the 51 panelists.

The results of the Round 3 categorizations were used to identify cut scores for the Satisfactory/At Risk standard. The Round 3 results yielded a distribution of EPI Performance Scores. This distribution was examined to determine the Referent Group Panel's recommended cut score for each room. A summary of each round is provided below.

Round 1

A set of 45 EPI profiles were ordered from lowest score to highest score based on the computed overall scores, but the Total Scores were not shown on the profiles. The set of EPI profiles consisted of thirty-three real EPIs and twelve dummy EPIs, creating a comprehensive distribution. Each card contained the three data points about the institution:

- MTTC: the percent of students passing the content assessments for that institution
- SURV: the accumulated result of the survey questions to students and instructors
- EFF: the effectiveness rating for teachers who graduated from the institution

Each data point could range from 0 to 100, but most were between 70 to 95. Panelists were also provided with an institutional size indicator.

A list of the data points for EPI profile cards EPI1-EPI45 is presented below. The forty-five cards are based on thirty-three actual institutions and their data for 2015, while twelve cards were created to round out the distribution and to make it more difficult for panelists to identify particular institutional cards with specific institutions.

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Table 1: EPI Performance Score Profiles

EPI	Total Score		EPI	Total Score
45	94.8		22	87.9
44	92.2		21	87.5
43	92.2		20	87.5
42	92.2		19	87.5
41	91.0		18	87.5
40	91.0		17	87.4
39	90.7		16	87.2
38	90.5		15	86.9
37	90.4		14	86.7
36	90.3		13	86.5
35	90.1		12	86.5
34	90.1		11	86.4
33	90.1		10	86.2
32	90.0		9	86.1
31	90.0		8	85.7
30	89.4		7	85.1
29	89.2		6	84.6
28	89.2		5	84.4
27	89.0		4	84.0
26	88.6		3	83.3
25	88.5		2	82.9
24	88.3		1	82.4
23	88.2			

Using the set of EPI profiles, which had been ordered according to Total Points, and the PLD for Satisfactory, panelists were to narrow the range of profiles to those that encompassed the Satisfactory or At Risk of Low Performing range, or gray area. The task of the panelists in this round was to identify a gray area that contained the possible cut score.

The results from Round 1 are presented below. The graphic presentation of these results can be found in Section Four. The average lower bound in terms of total EPI Performance Score was 85.2 for room 1 and 84.9 for room 2. The average upper bound was 87.5 for both rooms. This showed a high degree of consistency.

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Table 2: Round 1 Results

Room 1			Room 2		
Panelist	Low EPI	High EPI	Panelist	Low EPI	High EPI
1	1	12	1	13	23
2	6	16	2	3	13
3	8	21	3	15	26
4	4	15	4	2	12
5	2	12	5	4	12
6	20	30	6	18	27
7	2	11	7	13	27
8	6	15	8	6	16
9	13	27	9	1	10
10	11	21	10	6	12
11	8	19	11	3	12
12	5	15	12	3	13
13	10	22	13	5	12
14	16	26	14	13	26
15	17	26	15	8	18
16	4	16	16	10	19
17	13	29	17	6	15
18	8	21	18	12	23
19	1	12	19	13	24
20	5	16	20	2	8
21	11	21	21	1	10
22	10	20	22	3	13
23	5	18	23	23	38
24	13	21	24	5	20
25	8	19	25	6	29
26	4	12			

Round 2

After discussion was completed, each panelist was instructed to independently work through the collection of EPI profiles to determine whether or not an EPI profile represented a Satisfactory body of work. Each panelist was instructed to select an EPI that divided the set of ordered profiles into Satisfactory or At Risk of Low Performing levels. In this round the panelists were to identify a single profile that demonstrated the lowest performance acceptable for Satisfactory performance.

The results from Round 2 are presented below. The graphic presentation of these results can be found in Section Five. The average cut score in terms of total EPI Performance Score was 85.6 for room 1 and 84.3 for room 2.

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Table 3: Round 2 Results

Room 1			Room 2	
Panelist	EPI		Panelist	EPI
1	2		1	9
2	13		2	5
3	15		3	7
4	13		4	2
5	6		5	5
6	12		6	5
7	2		7	13
8	13		8	4
9	13		9	4
10	8		10	4
11	16		11	4
12	6		12	3
13	14		13	4
14	12		14	5
15	11		15	6
16	6		16	6
17	6		17	3
18	16		18	8
19	4		19	6
20	5		20	6
21	6		21	1
22	5		22	4
23	5		23	4
24	12		24	4
25	13		25	6
26	13			

Round 3

An anonymous feedback graph, including the average selection from the panel, was provided to the panelists to stimulate small group discussion. The panelists were also provided with preliminary cut scores in terms of profile numbers. This information was identified as preliminary because each panelist had an opportunity to make a Round 3 judgment about classifications.

After discussion was completed, each panelist was instructed to independently work through the collection of EPI profiles to determine whether or not an EPI profile represents a Satisfactory body of work. Each panelist was instructed to select an EPI profile that divided the set of ordered profiles into Satisfactory and Less Than Satisfactory levels for their final recommendation. Panelists were informed that there was no requirement to change their Round 2 ratings, but if after further discussion and thought a panelist wished to make a change, this was their final opportunity.

The results from Round 3 are presented below. The graphic presentation of these results can be found in Section Six. The average cut score in terms of total EPI Performance Score was 84.9 for room 1 and 84.0 for room 2. This produces a combined cut score of 84.5 when using the results from both rooms.

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Table 4: Round 3 Results

Room 1			Room 2	
Panelist	EPI		Panelist	EPI
1	2		1	6
2	13		2	2
3	15		3	6
4	3		4	2
5	4		5	5
6	12		6	4
7	2		7	5
8	13		8	4
9	13		9	4
10	6		10	4
11	8		11	4
12	6		12	3
13	7		13	4
14	12		14	5
15	5		15	6
16	4		16	4
17	1		17	3
18	13		18	5
19	1		19	6
20	5		20	6
21	6		21	1
22	4		22	5
23	8		23	4
24	12		24	4
25	13		25	4
26	4			

The following table provides a summary of the cut score recommendations for each of the rooms and the total group. The first row of numbers are the results from Round 2, which was the first time that the panelists recommended a cut score. The last row of numbers are

the recommendations from Round 3, which was the final round of recommendations. These numbers were derived by taking the average rating from the panelists. Based on these results, the final recommended cut score from this referent panel is 84.5.

Table 5: Summary of Final-Round Cut Score Recommendations, by Room

Round	Room 1	Room 2	Total Group
2	85.6	84.3	85.0
3	84.9	84.0	84.5

Evaluation Form Feedback

Panelists were asked to complete an Evaluation Form at the end of the Standard Setting Workshop. The Evaluation Form focused on the sections of the standard-setting process and their importance to the panelists. A copy of the Evaluation Survey and the percent of panelists who responded to each option appear in the final section of this appendix. There were 51 panelists and all completed the standard-setting process. However, two panelists did not complete the survey and some panelists left some items blank.

Five key survey questions (Q19-Q23, shown below in Table 6) pertaining to the outcomes from the standard-setting process are presented below. Based on these results it can be concluded that the vast majority of panelists felt:

- The panel as a whole was credible;
- They were satisfied with their rating;
- The recommended cut score is equivalent with the expectations for a Satisfactory Educator Preparation Institution (EPI) Performance Score; and
- This referent panel cut score recommendation procedure has resulted in a recommendation for a standard that is defensible.

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There was however some disagreement as to whether the recommended standard is reasonable. Based on the written comments and discussions during the process, this concern appears to come from the way the scores are derived for the EPI Performance Score and not related to the process used for the determination of the recommended cut score.

Table 6: Key Outcomes

	5	4	3	2	1
19. I feel the recommended standard that resulted from this process is reasonable.	Completely Agree				Completely Disagree
	40%	28%	15%	6%	11%
20. I feel that the panel as a whole is credible.	Completely Agree				Completely Disagree
	42%	44%	6%	6%	2%
21. Upon completion of the referent panel cut score recommendation procedure, I was satisfied with my rating.	Completely Agree				Completely Disagree
	49%	29%	10%	12%	0%
22. I feel the cut score our group recommended is equivalent with the expectations for a Satisfactory Educator Preparation Institution (EPI) Performance Score.	Completely Agree				Completely Disagree
	38%	29%	13%	18%	2%
23. I feel this referent panel cut score recommendation procedure has resulted in a recommendation for a standard that is defensible.	Completely Agree				Completely Disagree
	46%	17%	13%	17%	7%

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Section Two:

Training Questionnaire

Educator Preparation Institution (EPI) Performance Score

Referent Panel Judges Questionnaire

1. Who collects the data that goes into the annual EPI Performance Score?
 - o A. The various institutions of higher education
 - o B. The Michigan Department of Education
 - o C. The US Department of Education
2. How often is the new cut score set?
 - o A. When there is a “new” score with new performance expectations
 - o B. When the number of EPIs in corrective action becomes too low
 - o C. Every year
3. What is the “Satisfactory” Performance Level Description (PLD)?
 - o A. A numerical interpretation of the quality of a teacher preparation program
 - o B. A checklist of all the various things institutions must do to avoid corrective action
 - o C. An illustrative but not exhaustive description of the performance of a preparation program
4. How many component scores contribute to the annual EPI Performance Score?
 - o A. Two
 - o B. Three
 - o C. Four
5. What is the basis for the cut score recommendation each panelist makes?
 - o A. The percentage of EPIs that will be considered satisfactory
 - o B. The description of satisfactory EPI performance in the PLDs
 - o C. A consensus reached by the panelists after negotiation
6. How should panelists determine the quality of a collection of component scores?
 - o A. Quality is determined by the weakest score included in the collection.
 - o B. Quality is determined holistically across all scores in the collection.
 - o C. Quality is determined based on the mean of the scores in the collection.
7. Which describes the gray area that panelists are to identify in Round One?
 - o A. A subset of no more than 10 collections, not clearly above or below satisfactory
 - o B. A group of collections that are inconsistent in quality
 - o C. A group of EPIs who are likely to fall into corrective action

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8. How many cut scores will this panel recommend?
 - o A. One
 - o B. Two
 - o C. Three
 - o D. Four
9. What is the goal of the sorting exercise that will use the EPI “profiles” of component score data?
 - o A. To rank the various institutions relative to each other
 - o B. To find the mean of performance and set the cut score there
 - o C. To provide a set of handy references showing the “grey area”
10. Not counting Round 1 (setting the gray area), how many opportunities will each panelist get to recommend the cut score during this standard setting process?
 - o A. One
 - o B. Two
 - o C. Three
 - o D. Four
11. Who is responsible for determining the final cut score?
 - o A. The State Board of Education
 - o B. The Superintendent of Public Instruction
 - o C. The standard setting committee gathered here
12. Do you have a good understanding of how the component scores are calculated?
 - o A. Yes, I have a good understanding
 - o B. I am not sure I understand
 - o C. No, I do not have a good understanding
13. Do you have a good understanding of the cut score recommendation process?
 - o A. Yes, I have a good understanding
 - o B. I am not sure I understand
 - o C. No, I do not have a good understanding
14. Do you have a good understanding of the role of the performance level descriptor (PLD)?
 - o A. Yes, I have a good understanding
 - o B. I am not sure I understand
 - o C. No, I do not have a good understanding
15. Do you feel well-prepared to fulfill your role as a referent panel judge?
 - o A. Yes, I feel well-prepared
 - o B. I am not sure I am prepared
 - o C. No, I do not feel well-prepared

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Section Three:

Panelist Rating Form

Panelist ID _____

Round 1: Gray area

Lower bound

EPI Profile number:

Upper bound

EPI Profile number:

Round 2: Pinpointing

EPI Profile number:

Round 3: Pinpointing

EPI Profile number:

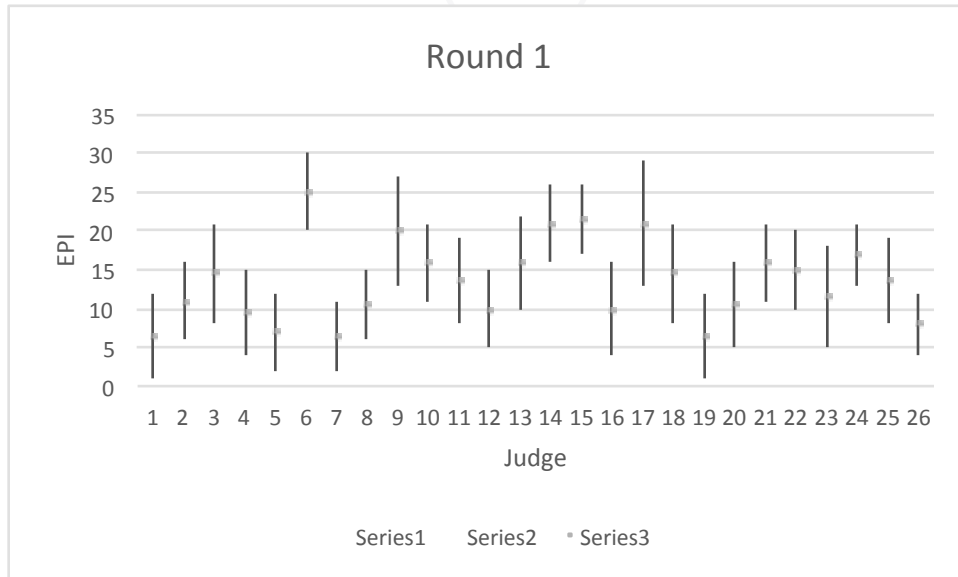
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Section Four:

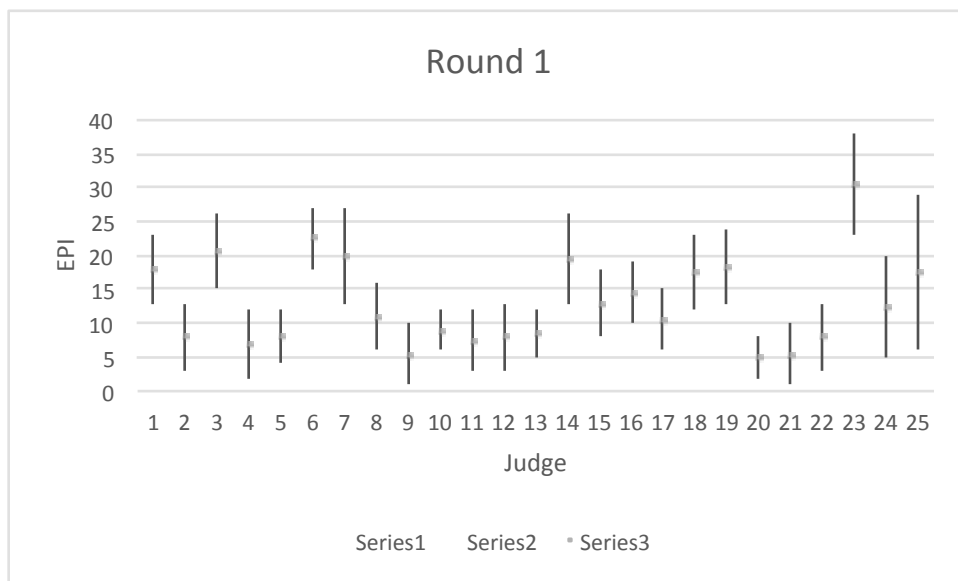
Feedback Matrix

Round 1 (Gray Area)

Room 1



Room 2



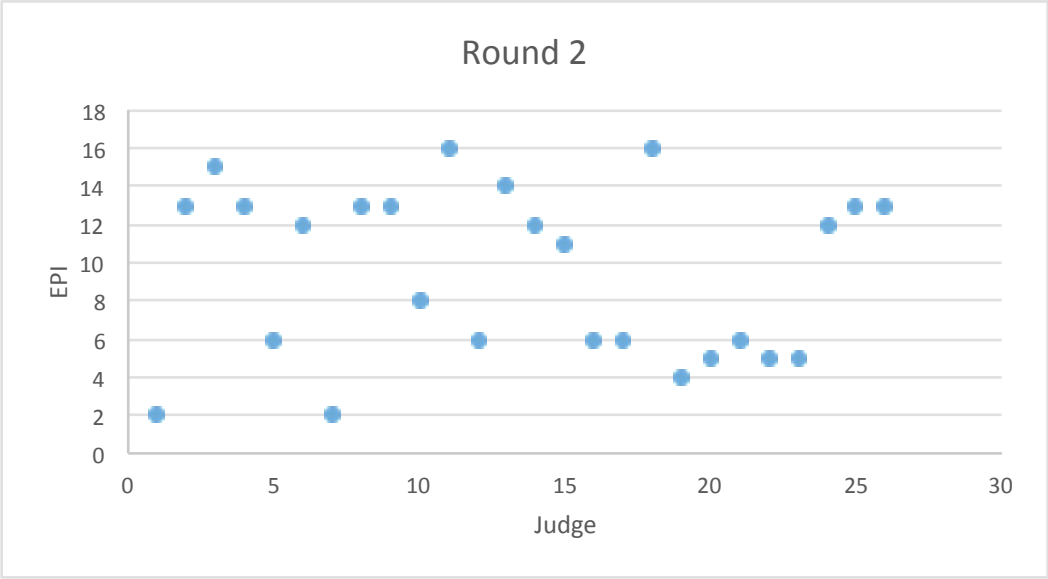
appendix a: referent panel process for cut score recommendation

Section Five:

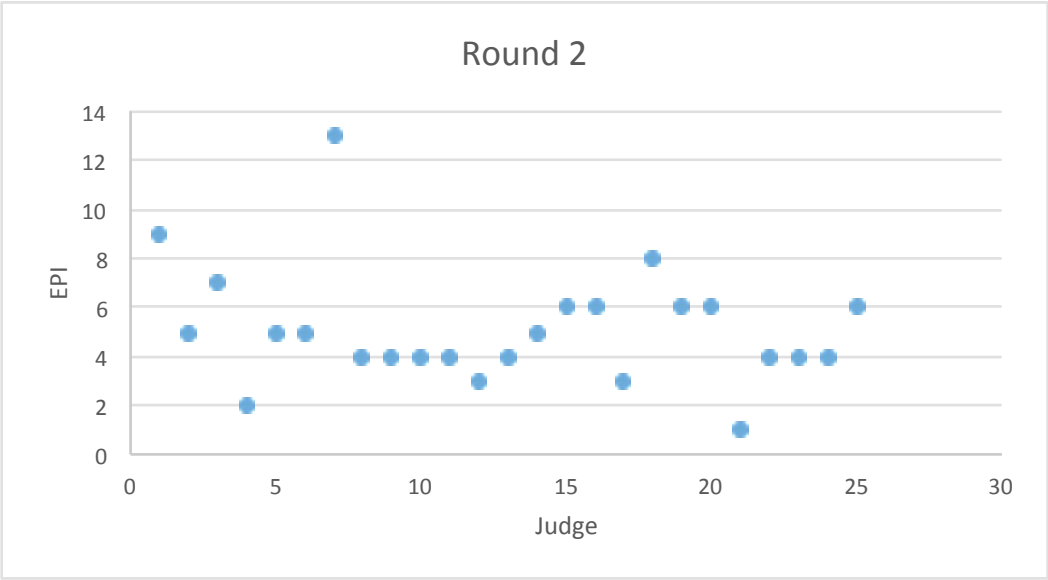
Feedback Matrix

Round 2 (Pinpointing)

Room 1



Room 2



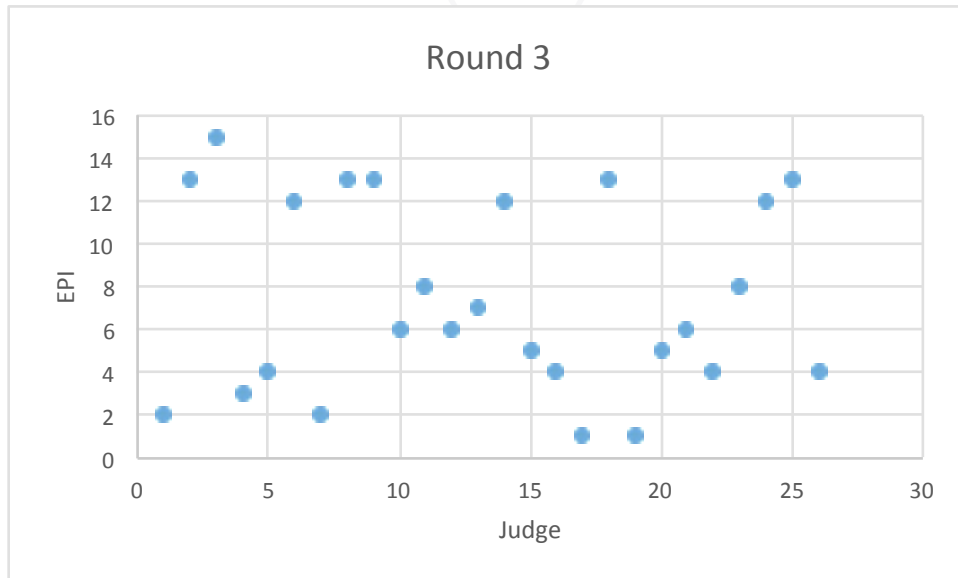
appendix a: referent panel process for cut score recommendation

Section 6:

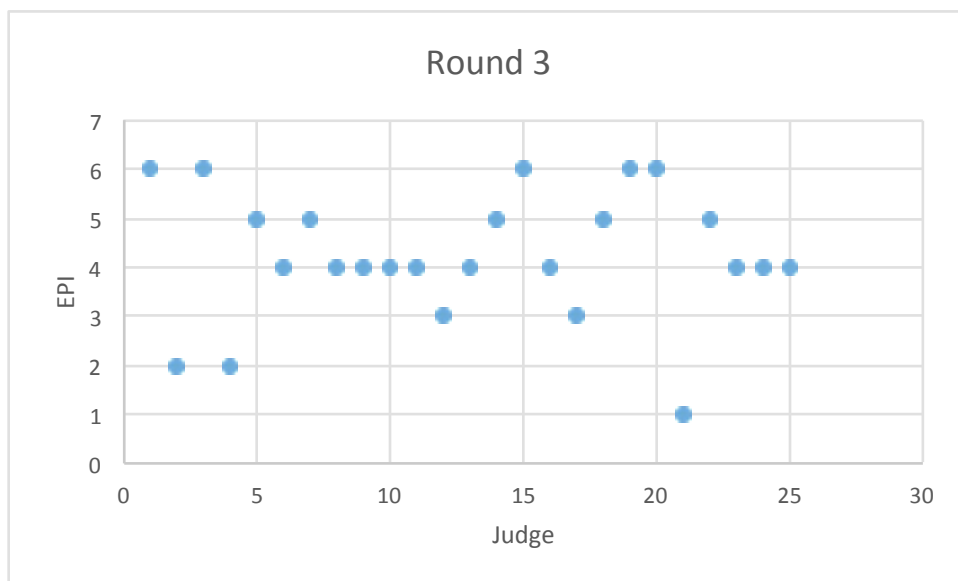
Feedback Matrix

Round 3 (Pinpointing)

Room 1



Room 2



appendix a: referent panel process for cut score recommendation

Section Seven:

2015 Educator Preparation Institution (EPI) Performance Score

Referent Panel Agenda

January 27-28, 2015 • Kellogg Center, East Lansing, MI

Day 1: Tuesday, January 27, 2015

8:30 – 9:00	Breakfast
	Judge Sign-In
	Check-out of Folder with Judge Assignment Number
Morning	Introductions and Description of the Cut Score Recommendation Process
	Description and Explanation of the EPI Data Vectors
	Break
	Description of the Goals and EPI Performance Score Calculation
12:30 – 1:30	Lunch
Afternoon	Round 1 Task Description and Questions
	Survey of Process Understanding
	Round 1 Ratings in Breakout Rooms
	Break
	Discussion of Round 1 Results in Breakout Rooms

Day 2: Wednesday, January 28, 2015

8:30 – 9:00	Breakfast
	Judge Sign-In
Morning	Continued Discussion of Round 1 Results in Breakout Rooms
	Round 2 Ratings in Breakout Rooms
	Break
	Discussion of Round 2 Results in Large Group Room
12:00 – 1:00	Lunch
Afternoon	Round 3 Ratings in Breakout Rooms
	Completion of Cut Score Recommendation Process Feedback Form
	Check-in Panel Judge Folder, Materials, and Forms

appendix a: referent panel process for cut score recommendation

Section Eight:

EPI Performance Score Referent Panel

Evaluation Form

Purpose: The purpose of this questionnaire is to help document the process that the state used to develop a recommended “Satisfactory” standard for Educator Preparation Institution (EPI) Performance Score. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.

Directions: Please **do not put your name on this form**. While we need the information to examine the success of the various steps in the process, we want your comments to remain anonymous. This information will be reported only in the aggregate ensuring that it will not be possible for anyone else to link specific comments to any individual.

The following statements are asking for your judgments about various aspects of the referent panel cut score recommendation process. Please circle the number corresponding to the value on the scale for each statement that best characterizes your judgment.

Thank you for your input and for taking the time to provide your thoughtful insights.

General Orientation Session					
1. The general orientation session provided a clear overview of the referent panel cut score recommendation process to be followed.	5 Completely Agree 49%	4 45%	3 6%	2 0%	1 Completely Disagree 0%
2. The general orientation session provided a clear explanation of the development and scoring of the Educator Preparation Institution (EPI) Performance Score.	5 Completely Agree 49%	4 39%	3 10%	2 2%	1 Completely Disagree 0%
3. The definition of the Satisfactory Performance Level was clearly communicated.	5 Completely Agree 39%	4 31%	3 24%	2 6%	1 Completely Disagree 0%
4. Prior to the first round of ratings, panelists shared a common understanding of Satisfactory performance level.	5 Completely Agree 27%	4 43%	3 22%	2 6%	1 Completely Disagree 2%

appendix a: referent panel process for cut score recommendation

Practice Rating and Initial Ratings					
5. The summary of the referent panel cut score recommendation procedure session helped me understand what we were preparing to do.	5	4	3	2	1
	Completely Agree				Completely Disagree
	51%	39%	6%	4%	0%
6. After the summary of the referent panel cut score recommendation procedure session I felt confident that I was prepared to complete the standard setting task.	5	4	3	2	1
	Completely Agree				Completely Disagree
	51%	31%	16%	2%	0%
7. After Round 1 of ratings (range finding), I was comfortable with the standard-setting process.	5	4	3	2	1
	Completely Agree				Completely Disagree
	49%	24%	16%	8%	2%

Round 2 Ratings					
8. The summary chart of group ratings from Round 1 given to panel members as feedback was informative.	5	4	3	2	1
	Completely Agree				Completely Disagree
	63%	29%	4%	4%	0%
9. The table group discussion of the gray area was helpful.	5	4	3	2	1
	Completely Agree				Completely Disagree
	73%	22%	2%	2%	0%
10. After Round 2 of ratings (Pinpointing #1), I was comfortable with the referent panel cut score recommendation procedure.	5	4	3	2	1
	Completely Agree				Completely Disagree
	47%	39%	8%	4%	2%

appendix a: referent panel process for cut score recommendation

Feedback Data for Round 3 Ratings					
11. The scatterplot of panelist ratings and our discussion from Round 2 were informative.	5	4	3	2	1
	Completely Agree				Completely Disagree
	67%	24%	4%	4%	0%
12. The impact data helped with Round 3 judgments.	5	4	3	2	1
	Completely Agree				Completely Disagree
	55%	19%	15%	9%	2%
13. After Round 3 of ratings, I was comfortable with the standard-setting process.	5	4	3	2	1
	Completely Agree				Completely Disagree
	53%	29%	8%	6%	4%

Key Outcomes					
14. I feel the recommended standard that resulted from this process is reasonable.	5	4	3	2	1
	Completely Agree				Completely Disagree
	40%	28%	15%	6%	11%
15. I feel that the panel as a whole is credible.	5	4	3	2	1
	Completely Agree				Completely Disagree
	42%	44%	6%	6%	2%
16. Upon completion of the referent panel cut score recommendation procedure, I was satisfied with my rating.	5	4	3	2	1
	Completely Agree				Completely Disagree
	49%	29%	10%	12%	0%

appendix a: referent panel process for cut score recommendation

Key Outcomes (continued)					
17. I feel the cut score our group recommended is equivalent with the expectations for a Satisfactory Educator Preparation Institution (EPI) Performance Score.	5	4	3	2	1
	Completely Agree				Completely Disagree
	38%	29%	13%	18%	2%
18. I feel this referent panel cut score recommendation procedure has resulted in a recommendation for a standard that is defensible.	5	4	3	2	1
	Completely Agree				Completely Disagree
	46%	17%	13%	17%	7%

Facilities					
19. The food and service at the facility met my expectations.	5	4	3	2	1
	Completely Agree				Completely Disagree
	63%	28%	5%	2%	2%
20. The breakout rooms had accommodations appropriate to facilitate our work.	5	4	3	2	1
	Completely Agree				Completely Disagree
	60%	24%	10%	5%	2%

We welcome any additional comments you may have on the standard-setting process in the space below, or on the back page of this document.

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

Your feedback is important to your institution's preparation program(s) and the Michigan Department of Education (MDE). Please respond honestly, as your responses will be used by the MDE to examine the effectiveness of your institution's preparation program(s). The information you provide will be used, in part, to determine how teacher candidates are being prepared by their institutions.

Prior to taking the survey please read the following statements. If you can answer affirmatively to all the statements below, you are ready to proceed with the survey.

1. You are within the final weeks of completing your elementary or secondary education student teaching assignment.
2. You have not completed a survey regarding your elementary or secondary student teaching assignment prior to this one.
3. You received information from your institution's survey coordinator, as to what you should use as your student identification.
4. You were instructed to print the final page of the survey, sign and date, and return to your institution's survey coordinator.

Congratulations! You are ready to complete the teacher candidate survey.

NOTE: If you could not answer affirmatively to all of the above statements, please contact your institution's survey coordinator, to verify whether you received the survey URL in error.

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

This survey has 25 items and could take approximately 30 minutes to complete. The survey does not have a “Save” option to return to the survey at a later time, so give yourself enough time to complete the survey about your preparation program as a whole.

Part I: DEMOGRAPHIC DATA

Please provide the following demographic information before beginning your survey.

***1. STUDENT IDENTIFICATION NUMBER: (Received from your institution's survey coordinator)**

***2. Personal e-mail address:** *This information will not be shared. However, we may communicate with you if your survey is incomplete or there was an issue retrieving the data.*

***3. Gender**

- ☐ Female
- ☐ Male

***4. Age:**

- ☐ under 22
- ☐ 22-25
- ☐ 26-29
- ☐ 30-34
- ☐ 35-39
- ☐ 40-44
- ☐ 45-49
- ☐ 50 or over

***5. Are you Hispanic or Latino?**

- ☐ Yes
- ☐ No

***6. Select one or more of the following races:**

- ☐ American Indian or Alaska Native

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

*7. Is English your first language?

- ☐ Yes
- ☐ No

What other languages do you speak fluently?

*8. Which type of program are you completing for certification?

- ☐ Undergraduate
- ☐ Post Bachelor (not leading to a graduate degree)
- ☐ Master of Arts (including certification or endorsement)

*9. Which program level are you completing?

- ☐ Elementary (K - 5 all subjects)(K-8 all subjects self contained classroom)
- ☐ Secondary (6 - 12)

Part 2: Elementary

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2014 Spring Summer Teacher Candidate Survey

***10. Select ALL CONTENT AREAS you are seeking. Please indicate whether your area(s) of study are a major or a minor:**

	Major	Minor
American Sign Language	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>
Autism Spectrum Disorder	<input type="radio"/>	<input type="radio"/>
Bilingual Education	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>
Cognitive Impairment	<input type="radio"/>	<input type="radio"/>
Early Childhood-General and Special Education	<input type="radio"/>	<input type="radio"/>
Emotional Impairment	<input type="radio"/>	<input type="radio"/>
English as a Second Language	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>
Integrated Science	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>
Language Arts	<input type="radio"/>	<input type="radio"/>
Learning Disabilities	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Music Education	<input type="radio"/>	<input type="radio"/>
Physical Education	<input type="radio"/>	<input type="radio"/>
Physical or Other Health Impairment	<input type="radio"/>	<input type="radio"/>
Physical Education for Students with Disabilities	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

Social Studies	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>
Speech	<input type="radio"/>	<input type="radio"/>
Speech and Language Impairment	<input type="radio"/>	<input type="radio"/>
Visual Arts Education	<input type="radio"/>	<input type="radio"/>
Visual Impairment	<input type="radio"/>	<input type="radio"/>

Other (please specify, and note major or minor):

***11. Have you completed, or are you in the process of completing, one of the following?**

- ☐ A program in Special Education
- ☐ A K-12 Program (Teacher in Art, Health, Physical Education, Music, Library/Media, or a World Language)
- ☐ None of these

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

Part 2: Secondary

12. Select ALL CONTENT AREAS in which you are currently seeking endorsement. Please indicate whether your area(s) of study are a major or a minor.

	Major	Minor
Agriscience & Natural Resources	<input type="radio"/>	<input type="radio"/>
American Sign Language	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>
Autism Spectrum Disorder	<input type="radio"/>	<input type="radio"/>
Bilingual Education	<input type="radio"/>	<input type="radio"/>
Biology	<input type="radio"/>	<input type="radio"/>
Business, Management, Marketing, and Technology	<input type="radio"/>	<input type="radio"/>
Chemistry	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>
Cognitive Impairment	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>
Communication Arts	<input type="radio"/>	<input type="radio"/>
Dance	<input type="radio"/>	<input type="radio"/>
Earth/Space Science	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>
Emotional Impairment	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>
English as a Second Language	<input type="radio"/>	<input type="radio"/>
Family and Consumer Sciences	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

German	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>
Industrial Technology	<input type="radio"/>	<input type="radio"/>
Industrial and Technology Education	<input type="radio"/>	<input type="radio"/>
Integrated Science	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>
Journalism	<input type="radio"/>	<input type="radio"/>
Learning Disabilities	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Music Education	<input type="radio"/>	<input type="radio"/>
Political Science	<input type="radio"/>	<input type="radio"/>
Physical Education	<input type="radio"/>	<input type="radio"/>
Physical or Other Health Impairment	<input type="radio"/>	<input type="radio"/>
Physical Science	<input type="radio"/>	<input type="radio"/>
Physics	<input type="radio"/>	<input type="radio"/>
Psychology	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Reading Specialist	<input type="radio"/>	<input type="radio"/>
Russian	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>
Speech	<input type="radio"/>	<input type="radio"/>
Speech & Language Impairment	<input type="radio"/>	<input type="radio"/>
Visual Arts Education	<input type="radio"/>	<input type="radio"/>
Visual Impairment	<input type="radio"/>	<input type="radio"/>

Other (please specify, and note major or minor):

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2014 Spring Summer Teacher Candidate Survey

***13. Have you completed, or are you in the process of completing, one of the following?**

- ☐ A program in Special Education
- ☐ A K-12 Program (Teacher in Art, Health, Physical Education, Music, Library/Media, or a World Language)
- ☐ None of these

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

Part 3: The following pages consist of question sets asking about the elementary or secondary preparation program you are completing.

This next question set will ask about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students.

"High quality learning experiences" are learning opportunities and classroom experiences which are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

14. My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
use instructional strategies to help students understand key concepts in my content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use my knowledge of my content area(s) to design high-quality learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use multiple ways to model and represent key concepts in the content area(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your preparation in APPLYING CRITICAL THINKING to your content area(s).

"Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

***15. My institution prepared me to...**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
question and challenge assumptions within my content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply various perspectives to analyze complex issues and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpret and evaluate information in my content areas(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your preparation in CONNECTING REAL WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching.

"Connecting real world problems and local and global issues" means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues.

***16. My institution prepared me to...**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
connect content knowledge to LOCAL issues within my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connect content knowledge to GLOBAL issues within my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop meaningful learning experiences which help students apply content knowledge to real world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS.

For this section, please think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.

***17. My institution prepared me to...**

	Strongly Disagree	Soemwhat Disagree	Somewhat Agree	Strongly Agree
adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt instructional strategies and resources to support English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on legal requirements for supporting English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on Individualized Education Programs (IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

talented students, and students with disabilities).

This next question set will ask about your preparation in ORGANIZING THE LEARNING ENVIRONMENT.

For this section, please think about how you were prepared to create learning environments which support individual and collaborative learning, positive social interaction, and active engagement in learning.

***18. My institution prepared me to...**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
create learning environments that support individual and collaborative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establish and communicate explicit expectations with colleagues and families to promote individual student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage the learning environment to promote student engagement and minimize loss of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.

For this section, please think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents.

***19. My institution prepared me to...**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
facilitate the creation of digital content by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create an online learning environment for students which includes digital content, personal interaction, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate digital content into my teaching which is pedagogically effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use technology tools to organize my classroom, assess student learning and my own teaching, and communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practice high ethical standards in my use of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA.

For this section, please think about how you were prepared to use student data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

***20. My institution prepared me to...**

	Strongly Disagree	Somewhat Disagree	Soemwhat Agree	Strongly Agree
design or select assessments to help students make progress toward learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze assessment data to understand patterns and gaps in learning for each student, and for groups of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
differentiate instruction based on student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2014 Spring Summer Teacher Candidate Survey

This next question set will ask about your FIELD EXPERIENCES AND CLINICAL PRACTICE.

***21. For this section, think about how your program provided authentic field experiences and clinical practice, offered in collaboration with PK-12 schools, and supported candidate development as effective teachers.**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My field experiences and clinical practice were integrated throughout the program and connected to coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field experiences and clinical practice allowed me to work with diverse students at my intended grade level, including students with disabilities and English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program supervisor provided regular, constructive feedback based on observations during my clinical practice and field experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly understood the expectations for all of my clinical practice and field experiences, and how I was to be monitored/rated by my program supervisor (i.e., academic calendar, grading policy, program requirements, outcome data, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

***22. Please indicate the extent to which you are aware of state and federal policy initiatives or policies in the field of education.**

	Not at All	Somewhat	Very Much
Common Core State Standards (CCSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary and Secondary Education Act (ESEA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highly Qualified Teacher (HQT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized Education Program or Plan (IEP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Educational Assessment Program (MEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Educator Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Grade Level Content Expectations (GLCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan High School Content Expectations (HSCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Merit Curriculum (MMC) requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Model Anti-Bullying Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Positive Behavior Support Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Revised School Code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Child Left Behind (NCLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal Design for Learning (UDL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

appendix b: 2014 teacher candidate surveys

2014 Spring Summer Teacher Candidate Survey

23. Please provide general comments on the areas of strength in your preparation program.

24. Please provide general comments on the areas in your preparation program needing improvement.

25. Do we have permission to share the above information with your institution? (Your identification information will not be shared, only your general comments.)

- ☐ Yes
☐ No

appendix b: 2014 candidate supervisor surveys

2014 Spring Summer Supervisor Survey

With the understanding that supervisors work with many teacher candidates in a variety of settings and time periods, please complete one survey for each teacher candidate who is within their final weeks of completing their elementary or secondary education student teaching assignment.

Prior to starting the surveys please read the following statements to confirm you have all the information needed to complete a survey for each of your teacher candidates.

1. You received information from your institution's survey coordinator, as to what to use for the teacher candidates student identification number.
2. The teacher candidates you are reporting on are within their final weeks of completing their elementary or secondary education student teaching assignment.
3. You were instructed to print the final page of the survey recording the student identification number, sign, date, and return to your institution's survey coordinator.

NOTE: If you do not have all the above information, please contact your institution's survey coordinator to obtain any missing information.

appendix b: 2014 candidate supervisor surveys

2014 Spring Summer Supervisor Survey

The survey has 15 items and could take approximately 20-30 minutes to complete. The survey does not have a “Save” option to return to the survey at a later time, so give yourself enough time to complete each teacher candidate survey as a whole.

Please respond thoughtfully and honestly, as your responses will be used by the Michigan Department of Education to examine the effectiveness of your institution’s preparation program(s).

Teacher Candidate Information

***1. Student Identification Number: This is the university student identification number issued to the teacher candidate under your supervision (minus alpha characters).**

***2. Last name of candidate**

***3. Which type of program is the candidate currently completing?**

- ☐ Undergraduate
- ☐ Post Bachelor (not leading to a graduate degree)
- ☐ Master of Arts including certification or endorsement

***4. Which program level is the candidate currently completing?**

- ☐ Elementary (K-5 all subjects) (K-8 all subjects self contained classroom)
- ☐ Secondary (6-12)

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***5. Select ALL CONTENT AREAS for which the candidate is seeking endorsement.
Please indicate whether these area(s) of study are a major or a minor, if known.**

	Major	Minor
Agriscience & Natural Resources	<input type="radio"/>	<input type="radio"/>
American Sign Language	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>
Autism Spectrum Disorder	<input type="radio"/>	<input type="radio"/>
Bilingual Education	<input type="radio"/>	<input type="radio"/>
Biology	<input type="radio"/>	<input type="radio"/>
Business, Management, Marketing & Technology	<input type="radio"/>	<input type="radio"/>
Chemistry	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>
Cognitive Impairment	<input type="radio"/>	<input type="radio"/>
Communication Arts	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>
Dance	<input type="radio"/>	<input type="radio"/>
Early Childhood-General and Special Education	<input type="radio"/>	<input type="radio"/>
Earth/Space Science	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>
Education Technology	<input type="radio"/>	<input type="radio"/>
Emotional Impairment	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>
English as a Second Language	<input type="radio"/>	<input type="radio"/>
Family & Consumers Sciences	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>

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German	<input type="radio"/>	<input type="radio"/>
Greek	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	<input type="radio"/>
Hebrew	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>
Industrial Technology	<input type="radio"/>	<input type="radio"/>
Industrial and Technology Education	<input type="radio"/>	<input type="radio"/>
Integrated Science	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>
Journalism	<input type="radio"/>	<input type="radio"/>
Language Arts	<input type="radio"/>	<input type="radio"/>
Learning Disabilities	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Music Education	<input type="radio"/>	<input type="radio"/>
Physical Education	<input type="radio"/>	<input type="radio"/>
Physical or Other Health Impairment	<input type="radio"/>	<input type="radio"/>
Physics	<input type="radio"/>	<input type="radio"/>
Political Science	<input type="radio"/>	<input type="radio"/>
Psychology	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Reading Specialist	<input type="radio"/>	<input type="radio"/>
Russian	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>
Speech	<input type="radio"/>	<input type="radio"/>
Speech & Language Impairment	<input type="radio"/>	<input type="radio"/>
Visual Arts Education	<input type="radio"/>	<input type="radio"/>
Visual Impairment	<input type="radio"/>	<input type="radio"/>

Other, Please Specify and Note Major or Minor

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***6. In which setting did the teacher candidate complete student teaching?**

- ☐ Public school district, ISD program setting, or public school academy
- ☐ Parochial or private school

***7. Name of school or site where student teaching was completed:**

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Part II: OBSERVATIONS

***8. This question set will ask about your observations regarding the candidate's abilities in designing HIGH-QUALITY LEARNING EXPERIENCES for students.**

"High quality learning experiences" are learning opportunities and classroom experiences which are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
used instructional strategies to help students understand key concepts in the content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used knowledge of content area(s) to design high-quality learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used instructional strategies to help students connect their prior knowledge and experiences to new concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used multiple ways to model and represent key concepts in the content area(s) taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrated a commitment to work with every student to ensure mastery of the content and skills taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***9. This next question set asks about your observations regarding the candidate's abilities in applying CRITICAL THINKING to their content area(s).**

"Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
questioned and challenged assumptions within the content area(s) being taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applied various perspectives to analyze complex issues and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreted and evaluated information in their content area (s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***10. This next question set will ask about your observations regarding the candidate's abilities in CONNECTING REAL-WORLD PROBLEMS AND LOCAL and GLOBAL ISSUES within his or her teaching.**

"Connecting real-world problems and local and global issues" means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
connected content knowledge to LOCAL issues in his or her teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connected content knowledge to GLOBAL issues in his or her teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developed meaningful learning experiences to help students apply content knowledge to real world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used content knowledge to help students solve real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***11. This next question set will ask about your observations regarding the candidate's abilities in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.**

For this section, please think about how the candidate used technology tools to organize the classroom, deliver instruction, assess student learning and his or her own teaching, and communicate with students, colleagues, and parents.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
facilitated the creation of digital content by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
created an on-line learning environment for students which includes digital content, personal interaction and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrated digital content into her or his teaching which is pedagogically effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practiced high ethical standards in his or her use of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***12. This next question set will ask about your observations regarding the candidate's abilities in addressing the needs of SPECIAL POPULATIONS.**

For this section, please think about how the candidate addressed the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
adapted instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapted instructional strategies and resources to support English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applied modifications and accommodations based on legal requirements for supporting English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applied modifications and accommodations based on Individualized Education Programs (IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapted instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***13. This next question set will ask about your observations regarding the candidate's abilities in ORGANIZING A SUPPORTIVE LEARNING ENVIRONMENT.**

For this section, please think about how the candidate created a learning environment which supported individual and collaborative learning, positive social interaction, and active engagement in learning.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Observe
created a learning environment which engaged students in both collaborative and self-directed ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
established and communicated explicit expectations with colleagues and families to promote individual student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
managed the learning environment to promote student engagement and minimize loss of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***14. This next question set will ask about your observations regarding the candidate's abilities in the EFFECTIVE USE OF ASSESSMENTS AND DATA.**

For this section, please think about how the candidate effectively used student assessments and data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

I observed that the candidate frequently...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Stongly Agree	Did Not Observe
designed or selected assessments to help students make progress toward learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyzed assessment data to understand patterns and gaps in learning for each student and for groups of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
differentiated instruction based on student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***15. Your email address:** *This will not be shared. This is only so the MDE may communicate with you if a survey is incomplete or there was an issue retrieving data.*

2015 EPI PERFORMANCE CORRECTIVE ACTION SYSTEM
DRAFT, Last Updated 7-14-14

- THE PURPOSES OF CORRECTIVE ACTION**
- 1. To identify areas of improvement within teacher preparation programs at each EPI
 - 2. To increase responsibility among EPIs to resolve areas of improvement
 - 3. To include MDE and outside experts in the process of fostering improvement regarding the preparation of teacher candidates, at both the program level and the institutional level

